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Abstract

This bibliography is composed of 78 selected citations and 31 annotations ranging in date from 1958 to 1968, but emphasizing the 1963 to 1966 period. Listings are arranged alphabetically according to author. Entries include books, journal articles, and monographs which depict a variety of practices within corrective institutions. A subject matter index to annotations is included, and a list of 44 publications by the Rehabilitation Research Foundation is appended. (CH)

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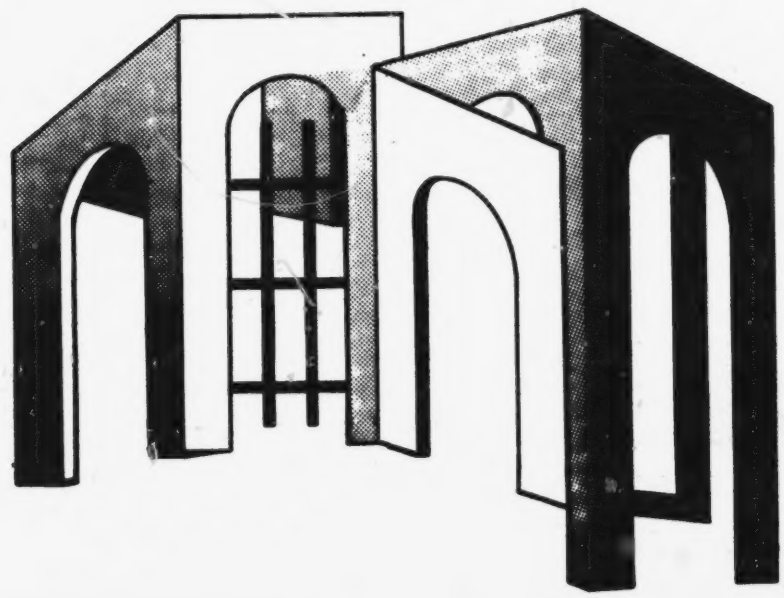
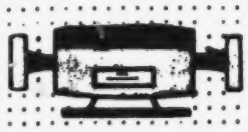
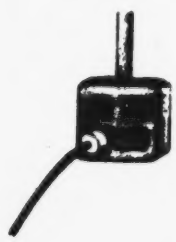


JACK D. NICHOLS

Research Technician





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ARKANSAS RESEARCH COORDINATION UNIT

FOR OCCUPATIONAL EDUCATION

in cooperation with

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DIVISION OF VOCATIONAL EDUCATION

Fayetteville, Arkansas
July 1969

ED034041

A SELECTED BIBLIOGRAPHY ON TRAINING IN CORRECTIONAL INSTITUTIONS WITH ANNOTATIONS DEVELOPED FOR A PARTIAL LIST OF THIS BIBLIOGRAPHY

Jack D. Nichols

Research Technician

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Fayetteville, Arkansas

July 1969

PREFACE

The Selected Bibliography on Training in Correctional Institutions is one of the continuing endeavors of the Arkansas Research Coordination Unit for Occupational Education. The publication is designed to provide pertinent data for use by persons within the state of Arkansas and other states who are interested in correctional program planning. The information within this publication is devoted only to correctional education.

Graditude is expressed to Dr. John A. Rolloff, Director, Arkansas RCU (on leave of absence), for his assistance and guidance in the preparation of the bibliography.

Prior to 1960, there was very little national effort or interest in rehabilitating the imprisoned offender with a realistic marketable skill so he could compete with the outside work force when released. Currently, local, state and national attention is being focused on the field of correctional training.

The publication contains a partial list of the bibliographies, some annotated, regarding occupational training in correctional institutions.

The Arkansas Research Coordination Unit is in the process of establishing a section on correctional education and training in the Unit library.

Harold W. Moore

Associate Director

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INTRODUCTION

When they enter correctional institutions, most offenders have few occupational skills. Many of these individuals were unemployed, employed part time or employed in low skilled occupations at the time of their offense.

Much lip service has been given to rehabilitating the prison inmate so he will be a better adjusted, productive, law abiding citizen upon his release. While in a correctional institution, few of those released received the kind of training, which would enable them to compete successfully for employment in the free society.

Often the training provided was not adaptable for gainful employment. The releasee who enters the work force is handicapped by his criminal record as well as lack of training.

We must remember that our goal of imprisonment is not just punishment. It should create desirable changes in attitudes and social outlook, equip the inmate with the proper work habits and marketable skills of a trade, and enable him to be gainfully employed upon release.

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ANNOTATIONS

Beadle, James S., "A Survey and Analysis of the Educational Program of the Academic School of the State Prison of Southern Michigan, Jackson," Unpublished Doctoral Dissertation, Michigan State University, 1965.

Thirty-nine respondents were interviewed which resided within the geographic limits of the City of Detroit, Michigan, with the hope of achieving a more homogeneous sample. There was a general acceptance of the educational program, as such, with some feeling for expansion directed toward vocational ends. Ninety-two per cent stated that the program of education at the institution should be continued and expanded. The employment rates upon release were considerably higher than those prior to incarceration.

The educational program is voluntary for the individual inmate; therefore, the program can only help those inmates desiring help. In light of the feelings expressed by the participants the writer sensed some justifiable faith in their suggestions for further expansion of the program into vocational areas while at the same time striving for a 'new look' at the period of incarceration not as one of punishment but of treatment. This would provide a better effect on both the 'giver' and the 'receiver' of the treatment.

Bowyer, Carlton H., "Correctional Education in Penal and Correctional Institutions in the United States," Unpublished Doctoral Dissertation, University of Missouri, 1958.

Bowyer investigated the philosophy and practice of correctional education in the United States. He stated that correctional education included organized training in the areas of academic, vocational and social education. It was emphasized that the purpose of education is to (a) provide a general educational background, (b) equip the individual to earn a living, and (c) create a desire within the individual to conform to the mores of society. The task of correctional education is a unique one, and requires expansion in the area that most directly affects the attitudes and values, social education.

The growth of correctional education is evidenced by the inception of new programs, and increase in the number of inmates participating in the programs, and an increase in the number of qualified personnel directing these programs. The major obstacles to continued growth are the lack of public sympathy and understanding, and the lack of adequate budgets to finance the programs.

He concluded that correctional education is performing a service for those inmates participating, but that compulsory education must be established in our correctional institutions.

Boyles, Gary, "The Educational and Vocational Aspirations of Prisoners," Research Report Number 5, Center for Research in Vocational and Technical Education, University of North Dakota, Grand Forks, North Dakota, 1967.

A questionnaire was distributed to 259 male inmates at the North Dakota State Penitentiary and State Farm in Bismarck. The institution has an average population of 250, with approximately 150 admissions annually. There were 175 questionnaires returned.

Sixty-seven per cent of the inmates under 20 years of age wished to return to school. The desire to get a job increased with the age of the inmate. Inmates 50 years of age and over had less definite vocational plans than did the younger age groups. Over two-thirds of the inmates were between 20 and 39 years of age. A little less than one-half of the inmates were in the 20 to 30 year old group.

Forty-five per cent of the inmates indicated vocational courses in which they would be interested in enrolling. The interest expressed by these inmates in various vocational courses was varied but heavy equipment operation, welding and auto mechanics attracted the most interest. The job desired by the inmate upon release had a higher prestige rating, on the average than the job he had before imprisonment. Most inmates regarded permanance of a job as more important than high pay. All inmates expressed a preference for interesting work, with high income being of less importance. Of great importance was the ability to look forward to a stable and secure future.

The results of the survey indicated that more help should be given to inmates in making their educational and occupational plans. Approximately one-half of the offenders requested such assistance. Since the experience and interest of the inmates appear to lie in the skill areas, these areas should receive some consideration in plans for an educational program.

Beto, George J., "Texas Establishes Younger Offender Unit," The American Journal of Correction, Vol. 25, July-August 1963.

This article described the training offered to the young offenders. Dr. Beto is director of the Texas Department of Correction. The inmates who are enrolled in vocational training, study prepared courses in both classroom instruction and on-the-job-shop training. Upon completion they are assigned permanently to a job employing the skill they have learned. Vocational training is offered in auto mechanics, auto body, oxacetylene welding, arc welding, radio and TV, air conditioning and refrigeration, upholstering, barbering, commercial cooking and baking, laundry operation, and hospital attendants.

Brewer, E.D.C., "A Vocational Rehabilitation Study of Prisoners, Probationers and Parolees," Research Report, Emory University, 1964.

In a study of the Atlanta Federal Penitentiary and other prisons in that area, 66% of the inmates expressed the desire for more job training and 61% desired the assistance of vocational rehabilitation upon release; however, in contrast, only 27% of the inmates were judged eligible and 43% were recommended by case workers and probation officers. For all cases, those desiring more occupational training and vocational rehabilitation assistance were disfavored in eligibility.

Cochran, A. W., "Is Education of Value to the Parolee?", Journal of Correctional Education, Vol. 17, No. 2, April 1965.

Cochran, in a tightly controlled study, found a difference in the parole success rates of program participants and non-participants to be signigicant at the .01 level. He then made comparisons between selected types of courses to ascertain whether or not one or more showed a great differential effect on the parole success rate. The four groups concerned were: (1) Literary classes; (2) Secondary classes; (3) Correspondence classes; (4) Vocational classes. Although relatively high differences were discovered, none were statistically significant.

Collins, Joseph W. and Richard Weisberg, "Training Needs in Correctional Institutions," U.S. Department of Labor, Manpower Research Bulletin Number 8, April 1966.

This 21 page bulletin may be obtained by writing the U.S. Department of Labor. It discussed the profile of prisoners as to educational attainment, occupational experience and age. Reference was made to the work activities, formal vocational training programs and incentives to training in our prisons. Other topics covered were obstacles to employment, training needs and new policies, Youth Opportunity Centers, and development under the Manpower Development and Training Act of 1962. Several tables and charts were included to assist in the interpretation of the material. There is no charge for the bulletin.

Deerinwater, Edward R., "Oklahoma State Prison System," American Journal of Correction, Vol. 27, March-April 1965.

This is an article relating to the Oklahoma State Prison System, the development of the vocational rehabilitation research project, the vocational training school at Stringtown and a brief description of the courses offered.

It was pointed out that traditional methods of rehabilitation are only partially effective in the treatment of our inmate population. On October 1963, through the assistance of the Division of Rehabilitation and prison personnel, the Federal Government approved a special grant to develop a research and demonstration project which is a pilot program working toward a permanent and workable system of penal rehabilitation in the Oklahoma prison system. The project was actually initiated in March of 1964.

Egerton, John, "Where They Try to Make Winners Out of Men Who Have Always Lost," Southern Education Report, May-June 1966, Nashville, Tennessee.

Draper Institution, in Alabama, the only full-time self-instruction school in the country is having much success with its academic and vocational education.

About 65% of the enrollees in the vocational school have been granted earlier parole dates, but another 25% have postponed parole in order to finish the training programs. Only four vocational school graduates have been reimprisoned for committing new crimes (six others have technically violated parole), although 70 per cent of the first class were already two-time losers--men who had previously been jailed, released and jailed again.

The 160 inmates now studying at Draper make up about one-fourth of the prison's population. Until the schools were started, all but a small number labored on the 2,000 acre farm, raising cotton, wheat, sugar cane and vegetables. Draper is a maximum-security prison 25 miles northeast of Montgomery. Most of the inmates range in age from 16 to 25 years. They have had, on the average, just over six years of formal education. It may be possible to obtain a reprint of this article from Draper Correctional Center, Elmore, Alabama.

Glaser, Daniel, "The Effectiveness of a Prison and Parole System," New York: Bobs-Merill Company, 1964. p. 278.

Glaser compared parole failure with duration of prison school attendance in three categories: none; under six months; and seven months or more. When contrasted in this manner, the difference was signigicant at the .05 level. The length of the inmates' school attendance was positively correlated with parole success.

Glenn, John W., "Status and Effectiveness of General and Vocational Education Programs in Correctional Institutions of Missouri," Unpublished Doctoral Dissertation, University of Missouri, Columbia, 1966.

Inmates confined in Missouri Correctional Institutions at the time of this study claimed to have achieved a mean grade level of 8.4, but Stanford Achievement Test Scores revealed a mean of only 6.29. Over three-fourths of this inmate population were less than twenty-five years of age. More than seventy-five per cent of all inmates had sentences of less than five years in length.

Glenn reported that there was a definite need for both general and vocational upgrading of the inmates confined in Missouri Correctional Institutions. He concluded that inmates who participate in education programs during confinement may be expected to require less public aid for themselves and their dependents. He reported that parolees who had participated in education programs during confinement had a significantly smaller percentage of recidivism, and received a significantly fewer number of weeks of unemployment compensation.

Hershey, Harvey, "Adult Education and Personality of Inmates of the State Prison of Southern Michigan," Unpublished Doctoral Dissertation, Michigan State University, 1966.

Inmates were asked to complete an "Adult Education Data Survey" and a Sixteen Personality Factor Questionnaire. Thirty-two matched pairs of inmates were defined on the basis of the items concerning age, education, recidivism, length of sentence, and participation in special groups of activities, the only difference being that one inmate had participated in the adult education program at the prison and the other had not been involved.

The findings suggest that inmates participating in adult education activities have certain personality factors which are unlike the personalities of the non-participators chosen for this study. The class participators were found to be significantly more rigid, undependable, and conventional than the non-participators, while the non-participators were more easy-going, conscientious, and imaginative than the participators.

Both groups were more rigid and undependable than the general non-college adult male population norms provided by the authors of the questionnaire. The participator was similar to the average male on the conventional--imaginative continuum while the non-participator was much more imaginative than either of the groups. However, in none of these comparisons with general norms was the difference significant.

Howard, James F., "Treatment Facilities Existing in United States Penal Institutions," The American Journal of Correction, Vol. 25, March-April 1963.

The purpose of this study was to determine the extent of treatment programs in federal and state correctional institutions in the United States. A questionnaire was sent to 174 penal institutions and responses were received from 133. From the information gathered, it was obvious that many of the programs recommended by the American Correctional Association were not in existence or were not being carried out to the extent desired. Thus the treatment programs should merit further and deeper research to gain more specific information to be used in the improvemnnt of penal practices. This study merely surveyed superficially by qu stionnaire method the general over-all practice in the areas considered in American corrections to be "treatment programs."

The results showed that the 133 institutions had 378 vocational instructors employed full time and 310 academic instructors employed full time out of a total of 1961 full time employees. This study was reported in the above journal as a five page article.

Luger, Milton, "The Edward R. Cass Youth Rehabilitation Camp," The American Journal of Correction, Vol. 24, 1962.

This article discusses a new approach to correction and rehabilitation for youth--a key to self understanding--a key to the outside. There were three main KEYS to their program. KEY No. I was camp work program; KEY No. II was vocational education training; and KEY No. III was Counseling.

McKee, John M., "Experimental Project to Increase the Educational Achievement of Institutionalized Offenders Through Programmed Instruction, Rehabilitation Research Foundation, P. O. Box 1107, Elmore, Alabama, February 1967.

Dr. McKee, a psychologist, is director of the rehabilitation project at Draper Institution, Elmore, Alabama. He believed that young men whose lives had been marked by failure would be highly motivated by a self-instruction program that let each student set his own pace, eliminated direct competition among students, provided immediate knowledge of results and allowed most students to achieve success a high percentage of the time. The following report will give additional information on the Draper project and how to obtain material relating to the programmed instruction at Draper.

Draper Correctional Center is a reformatory-type institution for youthful offenders located on a 3,200 acre reservation 25 miles north of Montgomery. The institution was built to house 650 prisoners, but it can accommodate up to 800 and, on occasion, has had to do so. However, the average population ranges from 600 to 650.

In 1962, an area above the recreation cell was remodeled by inmate-students. The classrooms and offices in this area are now being used by the Experimental Academic Project and the prevocational classes of the Vocational E&D Project.

When the obselete cotton mill in the industrial area was sold in 1952, the building was renovated and used for a time for small industries such as shoe repair shop, mattress factory, carpenter shop, and print shop. When the Draper MDT E&D Project began in the fall of 1964, this area was again renovated and now houses all of the Vocational E&D Project with the exception of the auto service station, bricklaying, barbering, and prevocational classes.

During the past seven years, the Rehabilitation Research Foundation has used programmed instructional materials with some 1800 students. These students were the subjects in two experimental-demonstration projects in education which the Foundation has conducted at Draper Correctional Center, Elmore, Alabama.

The first project, funded by the National Institute of Mental Health, concerned itself initially with demonstrating that the academic achievement level of youthful prison inmates could be significantly raised by using programmed instruction as the teaching media. Later phases of the project were directed toward improving methods of using programmed instruction, with major emphasis being focused on methods of motivation.

The second was a manpower training project funded by the U.S. Departments of Health, Education and Welfare and of Labor under provisions of the Manpower Development and Training Act of 1962. It had as its objective the development of a total training program for youthful prison inmates. As an experimental and demonstration project, its commitment was to develop and try out a combination of services and

training which would prepare its subjects for employment and equip them with personal-social and educational skills which could help them to remain free and employed upon parole or completion of their sentences. Programmed instruction was part of the learning system used in all of this project's training phases--basic and/or remedial education, vocational training, and personal-social development.

Due to these projects being experimental and demonstrational in nature, they have had many visitors and correspondents through the years. For further information you will find order forms in the appendix listing the publications available at no cost from the Center at Draper. Also, our unit library has single copies of many of these publications.

National Seminar Report, "Vocational Education in Correctional Institutions," Rutgers State University, New Brunswick, New Jersey, 1968, 222 p.

The National Seminar for Vocational Education in Correctional Institutions was conducted at Rutgers - The State University, June 16-28, 1968, under a project grant form the U.S. Office of Education. The purpose of the seminar was to provide selected participants with a broader vision of the importance of vocational education in the rehabilitation of inmates in prison.

This publication was the initial report of the first national effort at getting to some of the solutions to the problems facing this specialized field of education. It contains the papers presented by a staff selected on the basis of varying backgrounds of education and experience.

There are 26 presentations in this 222 page publication, varying from topics on the Role of Vocational Education in Our Society, Implications for Teacher Education, Team Teaching, Programmed Instruction, Recruiting Teachers to topics on specific fields such as distributive education, vocational agriculture, technical education and cooperative programs.

Those interested in obtaining information on this publication should contact Dr. Ralph Rush, Temple University.

National Conference Proceedings, "Education and Training in Correctional Institutions," The University of Wisconsin Center for Studies in Vocational and Technical Education, 1968, 116 p.

This publication is a printed report of the presentations at the national conference on "Education and Training in Correctional Institutions," which was conducted by the University of Wisconsin in June, 1968. The

conference was sponsored by The University of Wisconsin's Center for Studies in Vocational and Technical Education in Cooperation with the Federal Prisons Industries, Inc. The emphasis of the conference was placed on analytical reports, research findings, and project evaluations, rather than on general descriptive statements. The sessions served as a forum by which research findings were related to practitioners in the field, with the hope that they would translate the findings into improved programs of education and training in correctional institutions. Topics ranged from Lessons Learned from Previous Vocational Training Programs in Prisons to Employment Problems after Release.

Oklahoma State Penitentiary, Rehabilitation, McAlester, Oklahoma, 1966.

An Oklahoma Survey disclosed that 54.3 per cent of the male inmates received have no occupation or list an occupation as common laborer. Perhaps it may be misleading because the Vocational Training School at Stringtown, Oklahoma, was fairly new, but they have had only 12.5 per cent recidivists. This showed the advantages of this training are becoming apparent. When an inmate applied for training, he signed an agreement that he would make no application for clemency until he had completed the course which required eighteen weeks to complete.

This publication gives a description of their programs at Stringtown, Oklahoma and may be obtained from the Oklahoma State Penitentiary at McAlester, Oklahoma.

Patrick, Ernest W., "Signigicant Factors Associated with the Success of Vocational Trainees and Parolees at the Federal Reformatory, El Reno, Oklahoma," Unpublished Doctoral Dissertation, 1958, Oklahoma State University.

This study concerns factors involved in the success or failure of vocational trainees and parolees in a correctional institution. The study included 161 vocational trainees who were released on parole from the Federal Reformatory, El Reno, Oklahoma. There was a slight tendency for vocational training success to be parole successes and vocational training failures to become parole failures but the difference was not signigicant. Most of the vocational training successes and parole successes were men who were released to their home community.

Pownall, George A., "Employment Problems of Released Prisoners: Dimensions and Sociological Implications," A paper presented at the conference on "Education and Training in Correctional Institutions," at Madison, Wisconsin, June 1968.

A 1965 research contract was discussed, in which the University of Maryland undertook a study to provide more complete information about the post-release employment experiences of former prisoners.

Of 945 cases included in the national sample of released federal prisoners, 892 were in the laoor force. Sixty-two and six-tenth per cent of the releasees were employed full-time. Age was significantly related to employemnt status. The lowest rate of employment was among the 34-44 age group. Nearly two-thirds of the released prisoners who were employed were working on unskilled and low-wage, semi-skilled jobs. Also unemployment rates varied by the number of previous commitments. Narcotics law violators and those committed for burglary, larceny, and possession of stolen goods and Dyer Act offenses had higher rates of unemployment and less full-time employment. Education was generally positively associated with post-release employment status; the rates of unemployment decreased as the amount of education increased. Those possessing a skill at the time of release were more likely to hold full-time jobs than those who did not have a skill at release time.

Ryan, James J., Robert L. Webb, and Nathan G. Mandel, "Offender Employment Resource Survey," Minnesota Department of Corrections, St. Paul, Minnesota, January 1966.

A representative stratified sample of 3,843 Minnesota businesses was surveyed by questionnaire. Nine hundred and eighty-three(26.6%) responses were valid for study. Approximately 40% of the firms were "closed shops" requiring union memberships for employment. Only 10% of the respondents had formal written restrictions against hiring offenders, although 64% who had no formal restrictions expressed reluctance in hiring offenders. Sexual and assaultive offenses ranked highest in offenses which employers indicated were barriers to employment. Almost 57% of the respondents had employed offenders in the past and approximately 24% now had offenders in their employment. Sixty-two per cent of the respondents expressed a willingness to discuss the employment of offenders with the Department of Corrections representatives.

Saden, S. J., "Correctional Research at Jackson Prison," Journal of Correctional Education, Vol. 15, No. 4, October, 1962.

A study conducted at the Michigan State Prison in 1962 by S. J. Saden, consisted of a comparison of students and non-students in a follow-up of 1000 parolees between 1945 and 1949. In this study 74% of the students had successful paroles as opposed to 64% of the non-students.

Sard, Thomas R., "A Chance on the Outside," American Education, U.S. Department of Health, Education and Welfare, 4 p., April 1966.

This report regards the MDTA program operated by the District of Columbia Department of Corrections at the Lorton Youth Center located 20 miles south of the District of Columbia. Director Johnson stated that their objective was to get the man into a job when he leaves, and quite often their first problem was to get him to want to consider working in the first place. Occupational training was their best means of helping these men adapt to the process of getting along in the community.

In a shallow valley is the Lorton Youth Center--for young men sentenced under the Federal Youth Corrections Act, most of them aged from 16 to 22 years of age. The relatively new brick buildings of the center and the general tidiness of the grounds almost give it the appearance of a campus rather than a prison enclosure. All the young men sent there are felons, many convicted of violent crimes.

Few Lorton inmates are students by inclination or experience. Despite this, the Lorton program, combining vocational and academic training with careful counseling, has developed into one of the most exciting experiments in penal history. Of those trained, 89 had been paroled after the first 18 months of operations, and all but two were known to have obtained jobs. Of these, 77 were placed in the field for which they were trained.

Schnur, Alfred C., "The Educational Treatment of Prisoners and Recidivism," American Journal of Sociology, Vol. 54, No. 2, September 1945.

One of the foremost criteria used to evaluate the success of correctional institution educational programs has been the effect the educational program has on recidivism rates. One of the early and more thoroughly done studies on this topic was made by Alfred C. Schnur. The results, based on a sample of 1,762 men paroled from a Wisconsin institution in 1936-41 indicated that recidivism rates were considerably lower for men enrolled in educational programs than for those not so enrolled.

Seay, Donna M., "The Roles of the Teacher for the Effective Use of Programmed Instruction in a Correctional Setting," A paper presented at the annual meeting of the Correctional Education Association, 1966.

Mrs. Seay is program director, MDTA Vocational Experimental-Demonstration Project at Draper Correctional Center, Elmore, Alabama. She has written other publications relating to the Draper Project and its success. For additional details refer back to Dr. John McKee's Annotation in this publication. A copy of this paper may be obtained upon request from the Draper Correctional Center, Elmore, Alabama.

Texas Department of Corrections, Annual Report 1966, State of Texas.

This publication is more than just a report. It is a publication describing both in pictures and writing the programs in existence and the progress being made with them.

In this report the statement was made that today the man without education or vocational skills has little with which to barter in the labor market of our complex society. Lacking knowledge or skills, he may turn to crime as a means of livelihood.

Texas Department of Corrections, Annual Report 1965, State of Texas.

This 60 page publication is comparable to the 1966 Annual Report mentioned above. They are very informative of the Texas Correction system. If copies are available, they can be obtained by writing Dr. George Beto, Director, Department of Corrections.

Torrence, John Thomas, "Relationship Between Training Programs Being Offered in State and Federal Penal Institutions and the Unfilled Openings in the Major Occupations in the United States," Masters Thesis, School of Technology, Kansas State College of Pittsburg, 1966.

Questionnaires were sent to 364 state and twenty-eight federal penal institutions. Responses were received from 257 state institutions, and from all of the federal institutions. To determine the need for the type of training being offered in penal institutions, major unfilled job openings were obtained for the United States. The data revealed that there were 36 occupations for which training could be feasibly offered in correctional institutions, whereas the institutions

were offering training in 99 training programs. Further investigation revealed that, of the 99 training areas available to inmates, only 20 were related to unfilled job openings on the national level. Conclusions drawn from the study indicated that training programs in penal institutions were organized to meet the needs for service and maintenance of the institution rather than the post-release opportunities of the inmate. In closing, he stated that only a limited amount of research has been done in the area of penal training programs.

U.S. Department of Labor, "Manpower Development and Training in Correctional Programs," MDTA Experimental and Demonstration Findings No. 3, Office of Manpower Policy, Evaluation, and Research, Washington, D.C., July 1968, p. 199.

A part of a program of dissemination and utilization of the results of experimental and demonstration work in the area of manpower training of prison inmates, the Manpower Administration of the Department of Labor funded a series of four regional conferences. These were carried out by the Rehabilitation Research Foundation, Inc., of Elmore, Alabama, one of the prime contractors for a prisoner-training project. The Rehabilitation Research Foundation, Inc., managed a southeastern regional conference in Montgomery, Alabama. It was joined by various co-sponsors for the other conferences, as follows: The University of Houston at Houston, Texas, in the southwest; the Louis Wakoff Research Center in Staten Island, New York, in the northeast; and the Department of Criminology of the University of California at Berkley, California, for the western states. The first conference took place in May 1967, and the final one was held in February 1968.

The full report of the first conference plus signigicant sections of the three later conferences are reprinted in this publication. Most of the papers were produced for the first conference and then used as discussion bases for those that followed.

Wilcke, Gerd, "A du Pont Program Aids Federal Prisoners," The New York Times, (Copyright 1967 by the New York Times Company, Reprinted by Permission).

This article is discussing programmed instruction in industrial training at the Federal Reformatory in Petersburg, Virginia. The program was conceived and developed by E. I. du Pont de Nemours & Company, not for prisons but to improve the industrial skills of its own employees. Du Pont has supplied more than 1,200 companies with various of its more than 100 courses. A pilot study was conducted at Petersburg by the United States Bureau of Prisons. Dr. Garland S. Wollard, Director

of education for the Federal Bureau of Prisons, said the experiences gained at the Petersburg Reformatory had been so encouraging that he planned to introduce the du Pont system to the other five Federal reformatories as well as to two Federal penitentiaries. Du Pont data shows that about seventy inmates who finished a total of 177 courses averaged 89 percent to 91 percent in the final exams. A survey by the reformatory conducted among 40 inmates enrolled in the program showed that 25 were placed on work release programs.

Watkins, John C., "Education and Rehabilitation of Youthful Offenders," FBI Law Enforcement Bulletin, February 1966.

Mr. Watkins is Warden at Draper Correctional Institution, Elmore, Alabama. He stated that over a 3-year period with their training programs the rate of recidivism among these youths has been less than 10 per cent. The Draper approach consists of two closely related phases. The first directed toward effecting a change of personal values and attitudes in the individual inmate, primarily through a modification of the inmate society to which he has chosen to belong. The second phase consists of an academic and vocational training program which has been specially designed to prepare these particular individuals for life in a free society. For additional information on this project, refer back to Dr. McKee's annotated bibliography in this publication. It may be possible to obtain reprints of this article from Draper Correctional Center.

Zink, Thecdore Macklot, "A Study of the Effect of Prison Education on Societal Adjustment," Unpublished Doctoral Dissertation, Temple University, 1962.

This investigation was undertaken to determine whether participation in the academic school program at the New Castle Correctional Institution, Wilmington, Delaware, produced any significant effect upon inmate tendencies toward post-release recidivism. In all areas of measurement, consistent differences in post-release criminality existed favoring the school group members. In four of the nine relationships studied (arrests, convictions, sentences for the three time periods), differences were statistically significant at the .05 level of confidence. These included: Comparative arrests, five year follow-up period; number of sentences served for three, four, and five year follow-up periods. As the years passed, differences between the school and non-school groups tended to become greater.

A significantly larger number of school group members was never arrested, convicted, or sentenced during the three trial periods. A significantly greater number of men who attended prison school did succeed in society at the three follow-up periods. The results indicate a definite correlation between prison school attendance and socially acceptable post-release conduct.

APPENDIX

Name_____

Address_____

_____

PUBLICATIONS*

from

REHABILITATION RESEARCH FOUNDATION
P. O. Box 1107
Elmore, Alabama 36025

November 10, 1967

THE FOUNDATION AND ITS PROJECTS - 100

_____	103		The Rehabilitation Research Foundation (Informational Statement)
_____	104		Facts About the PACE Scholarship Fund
_____	105		A Research and Demonstration Project in Vocational Training for Youthful Offenders (Abstract)
_____	106		Fact Sheet on the Vocational Experimental-Demonstration Project

PROGRAMMED INSTRUCTION - 200

_____	202		What is Programmed Instruction? (A Non-technical Answer)
_____	206		Field Test Report of Programmed Lessons, April 15, 1966
_____	209	Harless, Cassels, Samuel J., McGaulley, Michael T.	Mathetics, A System of Programmed Instruction (Monograph), 1966
_____	210		Sources of Information on Programmed instruction (P.I.)
_____	212		List of courses used in Remedial Education, MDTA Project

Publications may be ordered from the following address:

John M. McKee, Ph.D., Director
Rehabilitation Research Foundation
P. O. Box 1107
Elmore, Alabama 36025

* see page 15

_____ 213	Seay	"The Roles of the Teacher for the Effective Use of P.I. in a Correctional Setting," presented at the 15th Annual Correctional Education Association Conference, Chicago, Ill., November 12, 1966.
_____ 214		Brochure, Programmed Lessons developed by the Rehabilitation Research Foundation.
_____ 215	McKee, Seay, Terry, Martha	"Development, Evaluation and Use of Programmed Materials," Report of the activities of the Materials Development Unit, MDT Vocational Experimental-Demonstration Project.

CORRECTIONS - 300

_____ 301	Watkins, John	"Modification of the Subculture in a Correctional Institution," Proceedings of the 94th Annual Congress of Correction, Kansas City, Missouri, September 1, 1964.
_____ 304	Watkins	"Education and Rehabilitation of Youthful Offenders," FBI Law Enforcement Bulletin, February, 1966.
_____ 310	McKee	"Dramatic Applications of Educational Technology in Corrections," Proceedings of the 16th Annual Conference on Correctional Education," Center for the Study of Crime, Delinquency and Corrections, Carbondale, Illinois, June 5-7, 1967.
_____ 311	Watkins	"Organization of Institutionalized Resources for Behavior Change: A Model," presented at the 97th Annual Congress of Corrections, Miami Beach, Fla., August 22, 1967.
_____ 312	McKee	"Innovations in Correctional Programs--Draper's Approach to Correctional Manpower Training." presented to the Correctional Manpower Training Conference, University of Houston, College of Business Administration, Houston, Texas, July 26, 1967.

THE COLLEGE CORPS - 400

_____ 401		The College Corps: A Significant Development in Corrections.
_____ 403		Practicum Study for College Co-op Students in the NIMH Project, Draper Correctional Center
_____ 404		Follow-up Study on College Corps

EDUCATION - 500

_____ 502	Seay	"Adult Basic Education for the Disadvantaged: Desirable Methods and Training Aids," presented at the Sixtieth Annual Convention of the American Vocational Association, Denver, Colorado, December 6, 1966.
_____ 503	McKee	"Adult Basic Education for the Disadvantaged: Procedures Used to Raise the Basic Educational Level," presented at the Sixtieth Annual Convention of the American Vocational Association, Denver, Colorado, December 6, 1966.
_____ 504	McKee, Seay, Graham, Malon W., Clements, Carl	"Improving the Reading Level of Disadvantaged Adults."
	McKee (see 310)	"Dramatic Applications of Educational Technology in Corrections."

COUNSELING - 600

_____ 602	Cayton, Paul W.	"The Counseling Process in An MDT Program for Offenders--Emphasis: Problems"

MISCELLANEOUS - 700

_____ 704	Phillips, Charles W.	Report of Field Trip to Draper Correctional Center's MDTA Project, January 31 - February 1, 1967.

_____	705	McKee	"Manpower Development Psychology In the Penal Institution," presented on the "Symposium: Issues & Experiments in Manpower Development of Low Income Groups" American Psychological Association's Convention, Washington, D.C., Sept. 4, 1967.
_____	706		Draper Correctional Center (A dessription)
_____	707	Seay	"Administrative Coordination of an E&D Program Under the Manpower Development and Training Act," presented at the Correctional Manpower Training Conference, University of Houston, College of Business Administration, Houston, Texas, July 26, 1967.
_____	708	McKee	"Methods of Motivating Offenders for Educational Achievement." presented at the 97th Annual Congress of Corrections, Miami Beach, Florida, August, 1967.
_____	709	McKee, Clements, Carl	An Experiment in Contingency Management with Institutionalized Offenders, Nov. 1, 1967.
REPORTS -	800		
_____	802	McKee, Clements, Carl	Progress Report, 1962-1967, Experimental Project to Increase the Educational Achievement of Institutionalized Offenders through Programmed Instruction.
_____		McKee, Seay, Fain	Progress Reports, Manpower Development and Training Project.
_____	808		Sixth - July 1, 1965 - September 1, 1965
_____	809		Seventh - Experiences of the Draper Educational and Development Project for the Office of Manpower Automation and Training - "Operation Retrieval: Youth."

_____ 810	Eighth - November 1, 1965 - Feb. 1, 1966.
_____ 811	Ninth - February 1, 1966 - March 31, 1966.
_____ 812	Tenth - April 1, 1966 - June 1, 1966.
_____ 813	Eleventh - June 1, 1966 - August 1, 1966.
_____ 814	Twelfth - August 15, 1966 - October 15, 1966.
_____ 815	Thirteenth - October 15, 1966 - Dec. 15, 1966.
_____ 816	Fourteenth - December 15, 1966 - February 15, 1967.
_____ 817	Fifteenth - March 1, 1967 - May 1, 1967.
_____ 818	Sixteenth - May 1, 1967 - July 1, 1967.

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